

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District:	School:
Chief School Administrator:	Address:
Chief School Administrator's E-mail:	Grade Levels:
Title I Contact:	Principal:
Title I Contact E-mail:	Principal's E-mail:
Title I Contact Phone Number:	Principal's Phone Number:

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mrs. Kathleen Klemick	administration	x	x	x	On file
Ms. Deb Lipko	administration	x	x	x	
Mrs. Lisa Short	teacher	x	x	x	
Mrs. Lisa Myers	teacher	x	x	x	
Mrs. Heather DiSilvio	Parent	X	X	X	
Mrs. Nancy Morgan	Community Member	X	X	X	
Mrs. Karen Fricke	Teacher	X	X	X	
Mrs. Renee Gilson	Teacher	X	X	X	
Mrs. Lauren Kleiner	Guidance Counselor	X	X	X	
Mrs. Lisa Myers	Title I Teacher	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			X	Yes	No	No
9/19/14	Principal's office	Needs Assessment	X			
11/13/14	Principal's office	Plan Development	x			
12/10/14	Principal's office	Program Evaluation	x			

***\*Add rows as necessary.***

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	PHMS has a vision of high expectations, a positive attitude, respect for all, and manners.
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?** Yes
2. **What were the strengths of the implementation process?** Screening of students through data analysis for intervention services: Project Success, small group study hall for homework check-out/monitoring, and targeted instruction.
3. **What implementation challenges and barriers did the school encounter?** Scheduling & technology.
4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?** Strengths: evaluative tools for intervention services, professional development, & lesson planning. Weaknesses: technology.
5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** Site Council, PTO, McRel, school report card data, Professional Learning Communities, parent involvement nights, faculty meetings.
6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?** Positive & supportive. PLC meetings, faculty meetings.
7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?** Plan was noted with appreciation; community preferred programs & services that involved them without limiting time or resources. Site Council, PTO.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)** Delivery was a blend of whole group instruction with individual assistance as needed.
9. **How did the school structure the interventions?** In-class support, small group instruction, after school program, online services.
10. **How frequently did students receive instructional interventions?** Daily through classroom instruction, in-class support, & Title I study halls; bi-weekly in the Project Success afterschool program.
11. **What technologies did the school use to support the program?** Smartboard lessons & reviews; computerized skill-building programs.
12. **Did the technology contribute to the success of the program, and if so, how?** Yes, screening and grouping according to data.

*\*Provide a separate response for each question.*



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6	30		Schoolwide Title 1 support; professional development for teachers, tutoring, small group instruction	A large percentage of students who failed for the second time 2013 were Special Education and were not instructed at appropriate grade
Grade 7	38		Schoolwide Title 1 support; professional development for teachers, tutoring, small group instruction	A large percentage of students who failed for the second time 2013 were Special Education and were not instructed at appropriate grade
Grade 8	11		Schoolwide Title 1 support; professional development for teachers, tutoring, small group instruction	A large percentage of students who failed for the second time 2013 were Special Education and were not instructed at appropriate grade
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6	19		Schoolwide Title 1 support; professional development for teachers, tutoring, small group instruction	A large percentage of students who failed for the second time 2013 were Special Education and were not instructed at appropriate grade

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 7	25		Schoolwide Title 1 support; professional development for teachers, tutoring, small group instruction	A large percentage of students who failed for the second time 2013 were Special Education and were not instructed at appropriate grade
Grade 8	16		Schoolwide Title 1 support; professional development for teachers, tutoring, small group instruction	A large percentage of students who failed for the second time 2013 were Special Education and were not instructed at appropriate grade
Grade 11				
Grade 12				

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

Grade 2				
Grade 9				
Grade 10				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180, System 44, Empowering Writers, SPICE Writing, Title I ELA Study Hall, Extended Literacy Block, Writing Across the Curriculum, Accelerated Reader Program, Common Core Standards Alignment, benchmarks, benchmark data analysis, SMART goals. Creating grade level curricula for students with disabilities. Effective lesson plan development for student achievement	YES	Consistency in ELA and reading instruction Curricula revised to match that of the general population and is aligned to. Common Core State Standards; Daily lesson plan review	PARCC, STAR Reader, Benchmarks , Read 180, System 44 scores. Power walkthrough reports and lesson plan review
Math	Students with Disabilities	Pearson DIGITS, benchmarks, benchmark data analysis, Math Lab, Use of Mathematics manipulatives to differentiate, Title I Math study hall,	YES	Consistency in Mathematics instruction	PARCC, DIGITS Math/Math Excel and Benchmark scores; Power walkthrough reports and lesson plan review

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		SMART goals.			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Read 180, System 44, Empowering Writers, SPICE Writing, Title I ELA Study Hall, Extended Literacy Block, Writing Across the Curriculum, Accelerated Reader Program, Common Core Standards Alignment, benchmarks, benchmark data analysis, SMART goals.	YES	Consistency in ELA and reading instruction	PARCC, STAR Reader, Benchmarks , Read 180, System 44 scores. Power walkthrough reports and lesson plan review
Math	Economically Disadvantaged	Pearson DIGITS, benchmarks, benchmark data analysis, Math Lab, Use of Mathematics	YES	Consistency in Mathematics instruction	PARCC, DIGITS Math/Math Excel and Benchmark scores; Power walkthrough reports and lesson plan review

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		manipulatives to differentiate, Title I Math study hall, SMART goals.			
ELA		Read 180, System 44, Empowering Writers, SPICE Writing, Title I ELA Study Hall, Extended Literacy Block, Writing Across the Curriculum, Accelerated Reader Program, Common Core Standards Alignment, benchmarks, benchmark data analysis, SMART goals. Creating grade level curricula for students with disabilities. Effective lesson plan development for student achievement	YES	Consistency in ELA and reading instruction Curricula revised to match that of the general population and is aligned to. Common Core State Standards; Daily lesson plan review	PARCC, STAR Reader, Benchmarks , Read 180, System 44 scores. Power walkthrough reports and lesson plan review
Math		Pearson DIGITS, benchmarks, benchmark data analysis, Math Lab, Use of Mathematics manipulatives to	YES	Consistency in Mathematics instruction	PARCC, DIGITS Math/Math Excel and Benchmark scores; Power walkthrough reports and lesson plan review

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		differentiate, Title I Math study hall, SMART goals.			

### **Extended Day/Year Interventions** – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Project Success; ESY program for K-8 students	Yes	Research based programs aligned to Common Core Standards	Increase in benchmark tests and state scores
Math	Students with Disabilities	Project Success; ESY program for K-8 students	Yes	Research based programs aligned to Common Core Standards	Increase in benchmark tests and state scores
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Economically Disadvantaged	Project Success	Yes	Research based programs aligned to Common Core Standards	Increase in benchmark tests and state scores
Math	Economically Disadvantaged	Project Success	Yes	Research based programs aligned to Common Core Standards	Increase in benchmark tests and state scores
ELA		Project Success	Yes	Research based programs aligned to Common Core Standards	Increase in benchmark tests and state scores
Math		Project Success	Yes	Research based programs aligned to Common Core Standards	Increase in benchmark tests and state scores



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Data Analysis Meetings, Needs Assessment of PD; Data Driven Decision Making	YES	Benchmark, NJ ASK, Creation of SMART goals for grade level teams or departmentalized teams	Increase in benchmark tests and state scores; 100% of teaching staff trained in a minimum of two CITW strategies including setting objectives
Math	Students with Disabilities	Data Analysis Meetings, Needs Assessment of PD; Data Driven Decision Making	YES	Benchmark, NJ ASK, Creation of SMART goals for grade level teams or departmentalized teams	Increase in benchmark tests and state scores; 100% of teaching staff trained in a minimum of two CITW strategies including setting objectives
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Data Analysis Meetings, Needs Assessment of PD; Data Driven Decision Making	YES	Benchmark, NJ ASK, Creation of SMART goals for grade level teams or departmentalized teams	Increase in benchmark tests and state scores; 100% of teaching staff trained in a minimum of two CITW strategies including setting objectives
Math	Economically Disadvantaged	Data Analysis Meetings, Needs Assessment of PD; Data Driven Decision Making	YES	Benchmark, NJ ASK, Creation of SMART goals for grade level teams or departmentalized teams	Increase in benchmark tests and state scores; 100% of teaching staff trained in a minimum of two CITW strategies including setting objectives

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		Data Analysis Meetings, Needs Assessment of PD; Data Driven Decision Making	YES	Benchmark, NJ ASK, Creation of SMART goals for grade level teams or departmentalized teams	Increase in benchmark tests and state scores; 100% of teaching staff trained in a minimum of two CITW strategies including setting objectives
Math		Data Analysis Meetings, Needs Assessment of PD; Data Driven Decision Making	YES	Benchmark, NJ ASK, Creation of SMART goals for grade level teams or departmentalized teams	Increase in benchmark tests and state scores; 100% of teaching staff trained in a minimum of two CITW strategies including setting objectives

### Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Title I Night, Back to School Night, Parent Conferences, Parent Portal, Site Council, PTO	YES	Parent sign-in sheet, Student/parent interview to use of web site, Increase the number of active accounts, Increase parent stakeholders, Increase parent involvement	Increase in parent attendance and active accounts
Math	Students with Disabilities	Title I Night, Back to School Night, Parent Conferences, Parent Portal, Site Council, PTO	YES	Parent sign-in sheet, Student/parent interview to use of web site, Increase the number of active accounts, Increase parent stakeholders, Increase	Increase in parent attendance and active accounts

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				parent involvement	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Title I Night, Back to School Night, Parent Conferences, Parent Portal, Site Council, PTO	YES	Parent sign-in sheet, Student/parent interview to use of web site, Increase the number of active accounts, Increase parent stakeholders, Increase parent involvement	Increase in parent attendance and active accounts
Math	Economically Disadvantaged	Title I Night, Back to School Night, Parent Conferences, Parent Portal, Site Council, PTO	YES	Parent sign-in sheet, Student/parent interview to use of web site, Increase the number of active accounts, Increase parent stakeholders, Increase parent involvement	Increase in parent attendance and active accounts
ELA		Title I Night, Back to School Night, Parent Conferences, Parent Portal, Site Council,	YES	Parent sign-in sheet, Student/parent interview to use of web site, Increase the number of active accounts,	Increase in parent attendance and active accounts

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		PTO		Increase parent stakeholders, Increase parent involvement	
Math		Title I Night, Back to School Night, Parent Conferences, Parent Portal, Site Council, PTO	YES	Parent sign-in sheet, Student/parent interview to use of web site, Increase the number of active accounts, Increase parent stakeholders, Increase parent involvement	Increase in parent attendance and active accounts

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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Principal's Name (Print)

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Principal's Signature

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Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, benchmark assessments, Accelerated Reader, STAR reading assessments, Read 180, System 44.	Overall Measurable Results and Outcomes Meet Annual Measurable Objectives (AMO's) as set by the NJ DOE.
Academic Achievement - Writing	NJASK, benchmark assessments, state rubrics, writing across the curriculum	Overall Measurable Results and Outcomes Meet Annual Measurable Objectives (AMO's) as set by the NJ DOE.
Academic Achievement - Mathematics	NJASK, benchmarks, Pearson DIGITS/Excel Math, open-ended questions(rubric)	Overall Measurable Results and Outcomes Meet Annual Measurable Objectives (AMO's) as set by the NJ DOE.
Family and Community Engagement	Survey, Site Council, Back to School Night, Parent Conferences, Title I Parent mtgs, I & RS, Honors Assemblies, Edline, Website, PTO, Parent Proactive Series, SS Fair, People's Choice, Teacher of the Year Nominations,Trip	Site Council, PTO & Schoolwide Title I Planning Team meetings to discuss school progress

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	chaperones.	
Professional Development	Survey, SciP Committee, Global Compliance, district inservices, site-based inservices, PD committee, PDP's, PLC meetings, McRel, CITW.	Results of professional development survey and needs assessment. Reports on individual teacher professional development plan progress. The professional development matches the request of the teachers' surveys and can be observed in the classroom. PD Plans.
Leadership	Leadership survey, Student Government, Site Council, Team Leaders, Title I Staff, Student Relations Committee	Positive survey results
School Climate and Culture	Survey, Teach of the Year, People's Choice, Renaissance, Student Assemblies, Guest Speakers, Pep Rallies, Dress Down Days, Staff Member of the Month, Star Students, Peer Mediation, Safe Schools Week, 8th Grade Awards, Marking Period Awards Assemblies, National Junior Honor Society.	Positive teaming, professional learning community feedback and goals, collaboration
School-Based Youth Services	N/A	
Students with Disabilities	NJASK, benchmarks, Accelerated Reader, Stars, Title I study halls, Project Success, Study Island, Renaissance Math & LAL, Spec. Ed. study halls.	Meet Annual Measurable Objectives (AMO's) as set by the NJ DOE.
Homeless Students		
Migrant Students		

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners		
Economically Disadvantaged	NJASK, benchmarks, Accelerated Reader, Stars, Title I study halls, Project Success, Study Island, Renaissance Math & LAL, Spec. Ed. study halls.	Meet Annual Measurable Objectives (AMO's) as set by the NJ DOE.

### 2015-2016 Comprehensive Needs Assessment Process\* *Narrative*

1. What process did the school use to conduct its needs assessment? State Assessment scores, as well as benchmark data in mathematics and language arts were analyzed. Individual student's scores as well as common areas of concern were identified. This occurred with input from all teachers during PLC meetings and data analysis sessions. Additionally, a survey was completed by members of the school community and analyzed for input regarding priority problems. Information was gathered from numerous sources including staff, parents, administration, students, all stakeholders in the instructional process. Additionally, data was gathered from the State Assessment results, benchmark test analysis, attendance rosters and discipline records.
2. What process did the school use to collect and compile data for student subgroups? Based on the sub groups, students in that sub group were identified. Their scores on the above mentioned assessments were analyzed. All administered testing is disaggregated into sub groupings In order to target specific needs. This includes all tests, benchmark tests, and standardized tests.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?<sup>1</sup> ? Data was collected during the Professional Learning Community meetings, grade level meetings, staff meetings, site council meetings, and community meetings. Additionally, student data was collected. Based on teacher

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<sup>1</sup> Definitions taken from Understanding Research Methods" by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing



## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

test results, benchmark test results and standardized test results, teachers are trained to identify area in which target student areas in need of improvement.

4. What did the data analysis reveal regarding classroom instruction? The data identified that our special education population needed more on-grade level exposure/instruction. Further, higher level thinking is a concern for many of our students (making inferences). Sustained on-going professional development needs to continue in the areas of ELA and Math. Also proper the utilization of double periods or block should be a focus.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff utilizing new strategies from Professional Development; focus on grade level SMART goals. A focus on SMART goals revealed an emphasis on data driving classroom instruction in lesson development and as a result there was student growth in those identified areas of weakness. Teachers were required to produce data analysis results, based on student achievement on benchmarks, to determine if SMART goals were met. Writing scores (as measured as the percent of Mean schools score versus Mean DFG B scores) have increased showing that area of PD to be successful. The data calls for a continuation of sustained on-going professional development in the following areas: ELA, Math, technology, student engagement, quality questioning, student expectations, data driven instruction, and diverse learning styles .
6. How does the school identify educationally at-risk students in a timely manner? Mid-year and end of year ratings forms are used based on teacher input and grades along with test score results. There is ongoing data analysis and review of student progress through district benchmark tests. Additionally, teachers can refer students through the I&RS process to identify potential at-risk students. This data assists our staff in continually reviewing student progress and re-evaluating student need and potential supplemental services. This data analysis process occurs after each benchmark is completed, beginning of the year, mid-year, and end of year, as well as ongoing through the I&RS process and teacher referral. At risk students are identified based on multiple measures. Multiple assessment results are analyzed to determine at risk status. Upon identification, identified students are placed in courses that focus on improving the learning experience.
7. How does the school provide effective interventions to educationally at-risk students? Through a longer time period during small group Instruction with a title 1 staff member on a daily basis. The services of a math and reading coach are provided for educationally at risk students and their teachers, along with extended day and extended year programs.
8. How does the school address the needs of migrant students? N/A

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers worked in teams to unpack the Common Core State Standards and revise curricula. They create / review benchmark assessments to ensure alignment with the standards. PLC meetings and data analysis sessions throughout the year assist teachers in improving both the assessments and instruction. Grade level meetings, PLC meetings, staff meetings, creation of benchmark tests, and administration and data analysis of Read 180/System 44, Benchmark and DIGITS Math results are utilized.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? There is a student orientation for all incoming kindergarten students. They spend time before the school year in the classroom. All incoming students are assessed and parents are provided with areas for improvement. A transition program exists for students entering both middle school and high school which allows students to become acclimated to the new building and programs prior to arrival.
12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan? Surveys were distributed to stakeholders and data analyzed to assist in identifying priority problems. The school ScIP & Schoolwide planning committee met to review data, select the problems and identify the root causes to focus on for this upcoming school year.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Core Curriculum Content Area: English Language Arts & Reading & Mathematics. Create opportunities for extended learning in order to increase student achievement.	Continue to build academically rigorous programs and instruction. Professional development that allows for curriculum and benchmark assessment alignment to Common Core State Standards.
Describe the priority problem using at least two data sources	Performance on State Assessment in reading comprehension Performance on State Assessment in writing Performance on State Assessment in open-ended math	Current assessments and classroom instruction aligned to the assessments lack level of academic rigor necessary for students to demonstrated required levels of academic growth on standardized testing.
Describe the root causes of the problem	Weakness in content knowledge, poor writing skills, low reading levels	Curriculum, Instruction, and Assessment needs to be continually reviewed and tightly aligned to the CCSS
Subgroups or populations addressed	All students	All subgroups
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	ELA and Mathematics
Name of scientifically research based intervention to address priority problems	Empowering Writers, Writing with Spice, Title I staff, Renaissance Accelerated Reader, Read 180/System 44, Curriculum Mapping, Benchmark Assessment, Data Analysis, DIGITS/Excel Math. IES Practice Guide "Structuring Out-of-School Time to Improve Academic Achievement", Recommendation 3: Adapt instruction to individual and small group need.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction. Grant Wiggins <i>Backward Design</i> .
How does the intervention align with the Common Core State Standards?	All selected programs support or have been developed in support of the Common Core Standards by addressing the skills outlined in the standards.	Instruction and Curriculum is tightly aligned to CCSS

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Using technology to form students who are 21st century learners and to improve students' college & career readiness.	Professional development to expand instructional knowledge; i.e. CITW, co-teaching, or cooperative Learning to provide students peer to peer communication.
Describe the priority problem using at least two data sources	Results of CITW data Results of McRel teacher evaluations Results of NJ School Performance Overview	Power Walkthrough data reports and new McREL observation reports show a need to continue to use research-based instructional strategies. Research the various models of cooperative learning, eg Kagan. Establish a professional learning community to demonstrate various techniques. Allow teachers to visit in-house and other school districts for examples that model differentiation.
Describe the root causes of the problem	Need more technology devices and training for staff (including iPads & Chromebooks) & how to implement in classroom as student led.	Teachers need more training and time to implement sound research-based instructional strategies. Training on co-teaching models would increase effectiveness of staff. Teachers are not providing students with enough time for peer to peer interaction & communication in which all parties are responsible for outcome.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	ELA & Math
Name of scientifically research based intervention to address priority problems	McRel Power Walkthrough & McRel Teacher evaluation NJ School Report Card Data IES Practice Guide, "Using Data to Evaluate Program Implementation and Student Outcomes" Examples that may be used when identifying site(s): ☑ The 21st CCLC program and school have formal agreement to share student test scores and other relevant data. ☑ The 21st CCLC program and school use student data such as test scores to target specific skills in need of remediation or support.	IES Practice Guide, "Supporting Student Engagement" Examples that may be used when identifying site(s): ☑ Evidence of project-based learning ☑ Evidence of collaborative peer learning ☑ Evidence of positive youth-adult relationships  McRel Power Walkthrough & McRel Teacher evaluation IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction. The Art and Science

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>☐ There are structures in place for the 21st CCLC program and school communicate about student progress</p> <p>☐ The 21st CCLC program engages in assessment for continual program improvement and/or external evaluation</p>	of Teaching, Marzano, 2002, ASCD
How does the intervention align with the Common Core State Standards?	<p>Training for staff in McRel whereby focus would be on Summarizing &amp; Notetaking, Homework &amp; Practice, Identifying Similarities &amp; differences &amp; Cooperative Learning, tie in with Bloom &amp; the Common Core Standards.</p> <p>PARRC assessment.</p>	<p>Directly aligns with the mathematical practices outlined in the Common Core State Standards.</p> <p>All strategies support effective teaching practices aligned to necessary academic rigor to meet the new Common Core State Standards.</p>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After school tutoring; Project Success; Effective Lesson Plan Development for Student Achievement	principal	Increase in student benchmark assessment results; Daily lesson plan review	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	Students with Disabilities	After school tutoring; Project Success; Effective Lesson Plan Development for Student Achievement	principal	Increase in student benchmark assessment results; Daily lesson plan review	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	After school tutoring; Project Success; Effective Lesson Plan Development for Student Achievement	principal	Increase in student benchmark assessment results; Daily lesson plan review	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	Economically	After school tutoring;	principal	Increase in student benchmark	IES Practice Guide “Turning Around

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	Project Success; Effective Lesson Plan Development for Student Achievement		assessment results; Daily lesson plan review	Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
ELA					
Math					

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After school tutoring; Project Success;	principal	Increase in student benchmark assessment results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	Students with Disabilities	After school tutoring; Project Success;	principal	Increase in student benchmark assessment results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	After school tutoring; Project Success;	principal	Increase in student benchmark assessment results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	Economically Disadvantaged	After school tutoring; Project Success;	principal	Increase in student benchmark assessment results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
ELA		After school tutoring; Project Success;	principal	Increase in student benchmark assessment results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math		After school tutoring;	principal	Increase in student benchmark assessment results	IES Practice Guide “Turning Around Chronically Low-Performing



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Project Success;			Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.

***\*Use an asterisk to denote new programs.***

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Data Analysis Meetings; Teaching strategies PD and analysis (CITW, Rowan Literacy Consortia, etc.); 21st Century Skills and Content though technology applications: Using Web based applications in Instruction (Technology training)	Principal	McRel Walkthrough data; STAR Reading; Benchmark, State Assessment, Creation of SMART goals for grade level teams or departmentalized teams	Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD; IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. The Art and Science of Teaching, Marzano, 2002, ASCD
Math	Students with Disabilities	Data Analysis Meetings; Teaching	Principal	McRel Walkthrough data; STAR Reading; Benchmark, State	Research based programs aligned to NJ CCCS. Results Now: How We Can

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		strategies PD and analysis (CITW, Rowan Literacy Consortia, etc.); 21st Century Skills and Content though technology applications: Using Web based applications in Instruction (Technology training)		Assessment, Creation of SMART goals for grade level teams or departmentalized teams	Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD; IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction. The Art and Science of Teaching, Marzano, 2002, ASCD
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Data Analysis Meetings; Teaching strategies PD and analysis (CITW, Rowan Literacy Consortia, etc.); 21st Century Skills and Content	Principal	McRel Walkthrough data; STAR Reading; Benchmark, State Assessment, Creation of SMART goals for grade level teams or departmentalized teams	Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD; IES Practice Guide "Turning Around Chronically Low-Performing

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		though technology applications: Using Web based applications in Instruction (Technology training)			Schools", Recommendation 2: Maintain a consistent focus on improving instruction. The Art and Science of Teaching, Marzano, 2002, ASCD
Math	Economically Disadvantaged	Data Analysis Meetings; Teaching strategies PD and analysis (CITW, Rowan Literacy Consortia, etc.); 21st Century Skills and Content though technology applications: Using Web based applications in Instruction (Technology training)	Principal	McRel Walkthrough data; STAR Reading; Benchmark, State Assessment, Creation of SMART goals for grade level teams or departmentalized teams	Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD; IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction. The Art and Science of Teaching, Marzano, 2002, ASCD
ELA					
Math					

**\*Use an asterisk to denote new programs.**

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### **Evaluation of Schoolwide Program\***

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Building and District administration, along with the SCiP team will be responsible. It will be done at a minimum of two times a year.
2. What barriers or challenges does the school anticipate during the implementation process? Budget and staffing tend to be barriers.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Site Council Meetings, PLC Meetings, and Faculty Meetings will be the venue for stakeholder buy in.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys will be used to gauge perceptions.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys will be used to gauge perceptions.
6. How will the school structure interventions? During and after school programs will allow us to structure interventions.
7. How frequently will students receive instructional interventions? Instructional Interventions will be done on a daily basis.
8. What resources/technologies will the school use to support the school wide program? Specialized staff, trainings, and Chromebooks will support the school wide program.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Star Testing, Diagnostic Testing, Benchmarks, and Grade Distribution Report will measure effectiveness.

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? SCiP, PLC, Faculty Meetings, School Site Council, and BOE Meetings will allow for dissemination.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	Students with Disabilities	Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Pine Hill Borough National Night out			improving instruction.
Math	ELLs	Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Economically Disadvantaged	Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	Economically Disadvantaged	Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA		Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math		Title One Parent Nights on focused strategies	Building Administration	Parent Sign-in Parents and students utilize	IES Practice Guide “Turning Around Chronically Low-Performing

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Teacher Websites Pine Hill Borough National Night out		portal information on grades, assignments, etc.	Schools”, Recommendation 2: maintain a consistent focus on improving instruction.

*\*Use an asterisk to denote new programs.*



## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Online programs in ELA, Math, & parent portal keeps parents directly connected; eg, Math XL, Study Island, Edline.
2. How will the school engage parents in the development of the written parent involvement policy? Parent Stakeholders on committees.
3. How will the school distribute its written parent involvement policy? The policy is on our website and is sent home with students in the first day packet. All students are required to return forms by certain date and checklists are kept.
4. How will the school engage parents in the development of the school-parent compact? This will occur through advertised Title I parent meetings as well as through the individual school site council meetings.
5. How will the school ensure that parents receive and review the school-parent compact? The compact is on our website and is sent home with students in the first day packet. All students are required to return forms by certain date and checklists are kept.
6. How will the school report its student achievement data to families and the community? All data is sent home to parents and mailed to appropriate agencies. School report card, website, and Board of Education Meetings are utilized.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? All data is sent home to parents or found at website, and Board of Education Meetings.
8. How will the school inform families and the community of the school's disaggregated assessment results? Results are shared with the school site council which embodies parents, teachers and a board member. Additionally, disaggregated test results are shared with the community annually at a Board of Education public meeting.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents are invited to development meetings.

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

- 10.** How will the school inform families about the academic achievement of their child/children? Report cards and progress reports are sent home quarterly; online through parent portal, Genesis.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?  
Funds will be utilized for supplies and presenters to conduct parent involvement nights, including Literacy events.

***\*Provide a separate response for each question.***

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	40	Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	1	Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	
	0%	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Salary guide and content area teams/learning communities/ effective professional development that promotes shared decision making and supports a true learning community.	BOE, Superintendent, Curriculum Coordinator, Principal, Academic Supervisor, Staff